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ABSTRACT

This curriculum package on workplace vocabulary is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in workplace vocabulary for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners learn to read and interpret general vocational vocabulary. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

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ED 424 470

Patterns for Success: Workplace Vocabulary (P9)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Workplace Vocabulary **Author**: Christina L. Hall
Job Title: New Hires

General Instructional Objective: Read and interpret general vocational vocabulary
Overall Time: 50 minutes

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
IA. 100 Read and interpret general vocational vocabulary.	5 min	1.1 Motivational Activity Introduce Pridecraft vocabulary and why it is important for job success.		
	10 min	1.2 Instructional Activity Provide an example of using words in context.	Black Board or Flip Chart Markers Notepad Pen or Pencil	Student response from activity.
	10 min	1.3 Instructional Activity Discuss the definition of context clues.		
	15 min	1.4 Instructional Activity Read, complete, and discuss the exercise "Examples Using Context Clues."	Handout - "Examples Using Context Clues"	Discussion and Completion of Handout.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	5 min	1.5 Instructional Activity Discuss methods (other than context clues) to find the meaning of a word.	Dictionary/Thesaurus	Student response from activity.
	15 min	1.6 Instructional Activity • Define Jargon and its importance to job performance. • Complete and discuss Crossword Exercise and discuss.	Handout - "Pridecraft Jargon" Crossword Puzzle	Student feedback and completed puzzle.

LESSON PLAN

1.1 Motivational Activity - Introduction of Workplace Vocabulary - 5 minutes

Most people will play many roles in life - worker, friend, parent, spouse, consumer, etc.. Most of us will also change jobs and /or companies more than once. In all parts of life, each place has its own vocabulary. This is most noticeable in the workplace.

? Can anybody give an example of Pridecraft vocabulary that you have heard since starting here at Pridecraft?
(example = Gumsheet - sheet on which operators place their tickets; used to determine pay for sewing associates)

Part of a persons success on the job depends on being able to read, interpret, and use workplace vocabulary.

[Recommend that students take notes through out lesson.]

1.2 Instructional Activity - 10 minutes

[This activity is to show students examples of workplace specific vocabulary and the importance of understanding these words.

Place GMP and MSDS on the board for the class to see.]

??Ask Students = **"Can anyone tell us what GMP and MSDS means??**

GMP = Good Manufacturing Practices

MSDS = Material Safety Data Sheet

1.3 Instructional Activity - 10 minutes

A. Explain to Students =
Everyday we often read unfamiliar terms (words). To do your job right, you will have to know what the term or word means. One way we can find out the meaning of a word is by using CONTEXT CLUES. CONTEXT CLUES are using the surrounding words or seeing the word in context to figure out the meaning of the word.

B. How can we do this =
One way we can make using context clues easier is by underlining the unfamiliar word first. Then read the sentence and or paragraph again and think about what the sentence or paragraph is about. Once you have an idea of what the paragraph is about you can then guess at the meaning of the underlined word.

Context Clues can also be pictures and punctuation. Punctuation such as; a comma (,) dash (-), colon (:), parentheses (). These punctuation's can indicate the definition for a word. One should also look for clue words such as "like", "for example", "such as."

1.4 Instructional Activity- Distribute Context Clues handout. - 15 minutes

A. Explain - This handout is to help us practice using context clues. Let us use context clues to determine the meaning of some Pridecraft Vocabulary.

B. Instructions to Handout =
Please read the instruction with me.
"You previously learned that context clues can help you understand the meaning of an unfamiliar word. Below are some samples for you to try. In each sample you will see an underline word or words. Read each sample and then write what you think the underline word means on the lines provided. Use context clues to help you do this.

Examples Using Context Clues

As you previously learned using context clues can help you understand the meaning of an unfamiliar word. Below are some samples for you to try. Underline the word you don't know then read the sentence or paragraph, and then guess at the meaning. Write your guess in the lines provided.

A. GMP Regulation requires the company to keep complete and accurate records about the products. Because Good Manufacturing Product Regulations are a law, FDA investigators have a right to examine these records when they inspect the plant. If the records are not properly completed, the company is in violation of the law and may be cited by the Food and Drug Administration investigators in their report of our plant inspection. (pg.13 GMP Lessons)

B. The big yellow books, also known as Material Safety Data Sheets or MSDS, provide the worker with all the necessary information concerning any chemical substance which he or she might encounter on the job.

C. Overtime work is paid for hourly rated Employees at one and one-half (1 ½) times the regular hourly rate for any hours worked over forty (40) hours in a given work week. In computing overtime, the work week begins on Sunday.

D. Jane received perfect attendance for the month of March because she had no occurrences within than Calendar month. But George did not receive perfect attendance because he was 8 minutes late one day in the month of March.

E. Lisa forgot to turn in her gumsheet at the end of the day. The next day Lisa's supervisor asked for her gumsheet. Lisa's supervisor needed the gumsheet to determine and calculate Lisa's production for the previous day.

F. The ADC is located at Pridecraft Enterprise (PCE). The ADC has two functions. One is to ship precut material (cut at PCE) to PCF and PCG. The second is to distribute and receive finished goods from all Standard Textile industries to customers worldwide.

1.5 Instructional Activity - 5 minutes

A. Now we know how to use context clues. There are other ways that we can find out definitions to words.

??Can anyone give us some ways you have used to find out the meaning of a word other than context clues.??

[Discuss with students how to find meaning of an unknown word and have then write it down]

B. The different resources one can use (if not mentioned above) are:
   a. Dictionary -[show to class and explain its use.]
   b. Thesaurus -[show to class and explain its use]
   c. Context Clues - [show to class and explain its use]
   d. Other People - [give examples = supervisor, co-workers, friend, parent, etc]

You might notice that we often use contact clues when we look up a word in the dictionary. Think about when you look up a word in the dictionary. Sometimes you see more than one definition. Context clues can help you decide which definition works best.

1.6 Instructional Activity - 15 minutes

Now that we know how to find out the meaning of a word and what resources are available to us, it is time to look at vocabulary usage. When we started today I mentioned that different places such as work, friends, parents, consumer, ect., have their own vocabulary. We have already seen a few of these words today; i.e., MSDS, GMP, ADC, etc. We refer to this as Jargon.

A. Jargon is = "Terminology or words developed by an organization. It may be in the form of words or even acronyms (shorten words or abbreviations)"

We use jargon everyday. With our friends we might say "Guys" as being everyone. But in the workplace "Guys" might mean men. Or think about if you said "what a drag!" Someone might think your talking about a cigarette, while someone else thinks you are saying that you are bored.

Pridecraft Jargon!

Of course Pridecraft is no different. Pridecraft jargon comes in many forms. Some are abbreviations of a phrases, Pridecraft specific vocabulary, and others are just shorten words.

B. The following handout is a crossword puzzle using some Pridecraft jargon. Take 10 minutes to try and complete by using context clues.

[Handout Crossword Puzzle and have students complete. After 10 minutes then give the students a list of words to use to complete the crossword and let them complete as a group. This exercise should bring together the use of jargon, context clues, and the use of other people]

Examples Using Context Clues

As you previously learned using context clues can help you understand the meaning of an unfamiliar word. Below are some samples for you to try. Underline the word you don't know then read the sentence or paragraph, and then guess at the meaning. Write your guess in the lines provided.

1. GMP Regulation requires the company to keep complete and accurate records about the products. Because Good Manufacturing Product Regulations are a law, FDA investigators have a right to examine these records when they inspect the plant. If the records are not properly completed, the company is in violation of the law and may be cited by the Food and Drug Administration investigators in their report of our plant inspection. (pg.13 GMP Lessons)

2. The big yellow books, also known as Material Safety Data Sheets or MSDS, provide the worker with all the necessary information concerning any chemical substance which he or she might encounter on the job.

3. Overtime work is paid for hourly rated Employees at one and one-half (1 ½) times the regular hourly rate for any hours worked over forty (40) hours in a given work week. In computing overtime, the work week begins on Sunday.

4. Jane received perfect attendance for the month of March because she had no occurrences within than Calendar month. But George did not receive perfect attendance because he was 8 minutes late one day in the month of March.

5. Lisa forgot to turn in her gumsheet at the end of the day. The next day Lisa's supervisor asked for her gumsheet. Lisa's supervisor needed the gumsheet to determine and calculate Lisa's production for the previous day.

_____

_____

_____

6. The ADC is located at Pridecraft Enterprise (PCE). The ADC has two functions. One is to ship precut material (cut at PCE) to PCF and PCG. The second is to distribute and receive finished goods from all Standard Textile industries to customers worldwide.

_____

_____

_____

Pridecraft Jargon
Crossword Puzzle

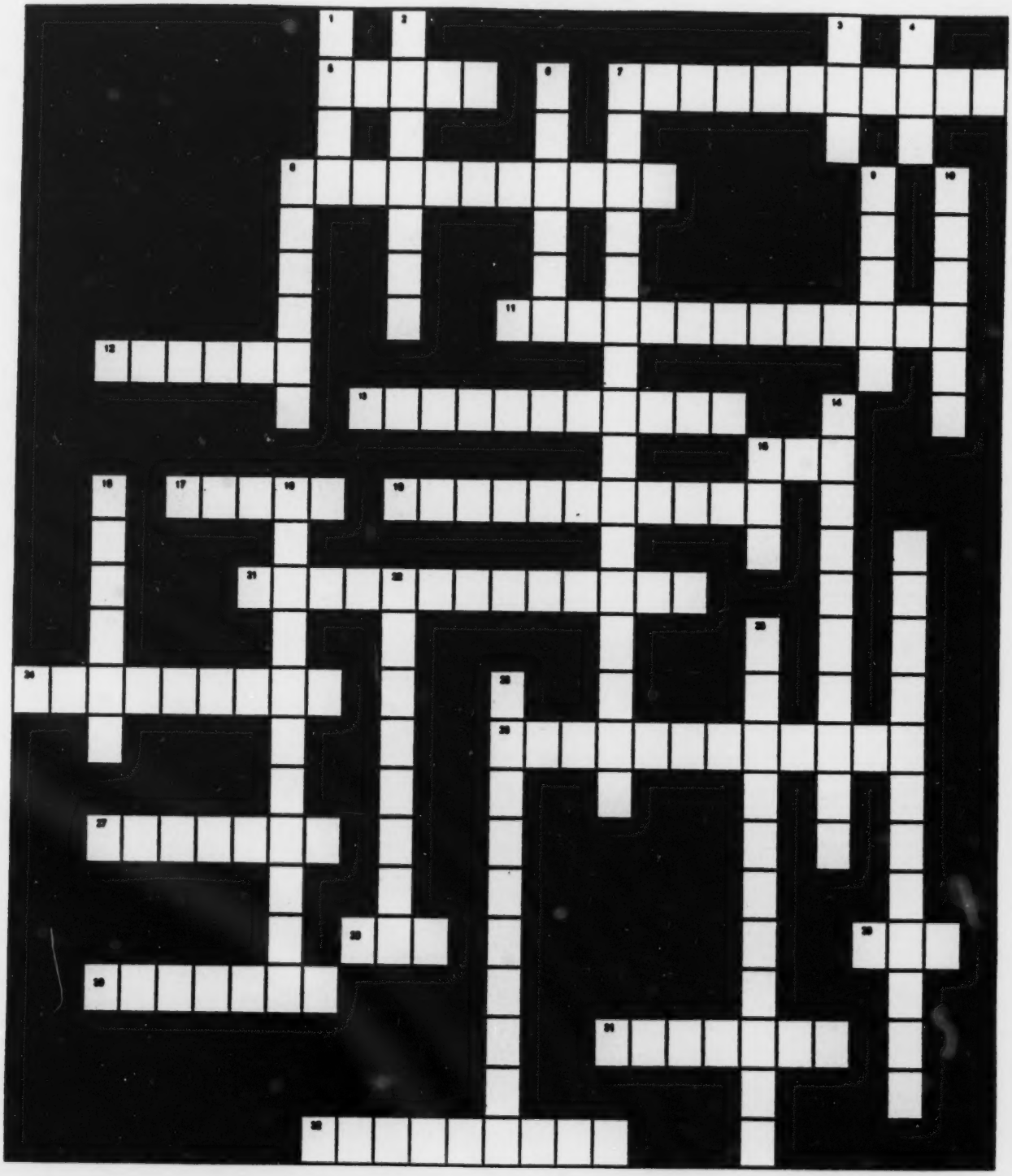
ACROSS

5. These are types of defects found in fabric; pulls or chunk of fabric.
7. A garment worn by patients in the hospital.
8. A measuring instrument with graduations.
11. This is a sheet used to identify the date and whom the material was spread by, cut, bundled and whom operated the die press.
12. A specified number of pieces of product put together in a stack in order to produce a finished product.
13. Something that can easily burn; flammable.
15. Acceptable Quality Levels
17. This is a diagram of a garment to be sewn.
19. Time an operator is off the clock attending a meeting, or company required activity.
21. Occurs when a product has been made impure by any particle that does not belong on it such as dirt, dust, lint, hair, germs, bacteria, and etc.
24. This is a building for storing items. Pridecraft Enterprises uses their's to store fabric.
26. A stack with several pieces of product that contains defects.
27. This is a tag used to identify the type of fabric and amount of fabric on a roll. This tag also contains fabric lot and roll number.
28. A layer of fabric.
29. Good Manufacturing Practices
30. The process of scanning coded documents.
31. The finished edge of the fabric.
32. A person who looks closely and examines critically.

DOWN

1. Occupational Safety and Health Administration. Government agency that sets safety standards for both employees and employers.
2. A person who examines and verifies accounts or records.
3. Standard Textile Company
4. Bill of Materials
6. One who shapes the garment by the pattern and then floats the pieces.
7. This is a tag that is located on a bundle that tells the operator how much time is required to sew the bundle.
8. A chemical put on cloth (fabric) to make it blood resistant. Pridecraft Enterprises is the first and only company to use this on their fabric.
9. A mark or title of identification; may bear the name, size, or other information.
10. A small piece of fabric used to show as a sample.
14. This is referred to as bedding such as sheets and pillow cases.
15. Alabama Distribution Center
16. A danger, risk
18. The process of teaching an employee how to perform more than one job.
20. The number used to identify a particular product.
22. Clothing, especially outer garments.
23. A process using heat transfer to permanently mark apparel with facility's name, logo or other design.
25. An established method of doing something. An employee should follow theses.

Pridecraft Jargon
Crossword Puzzle



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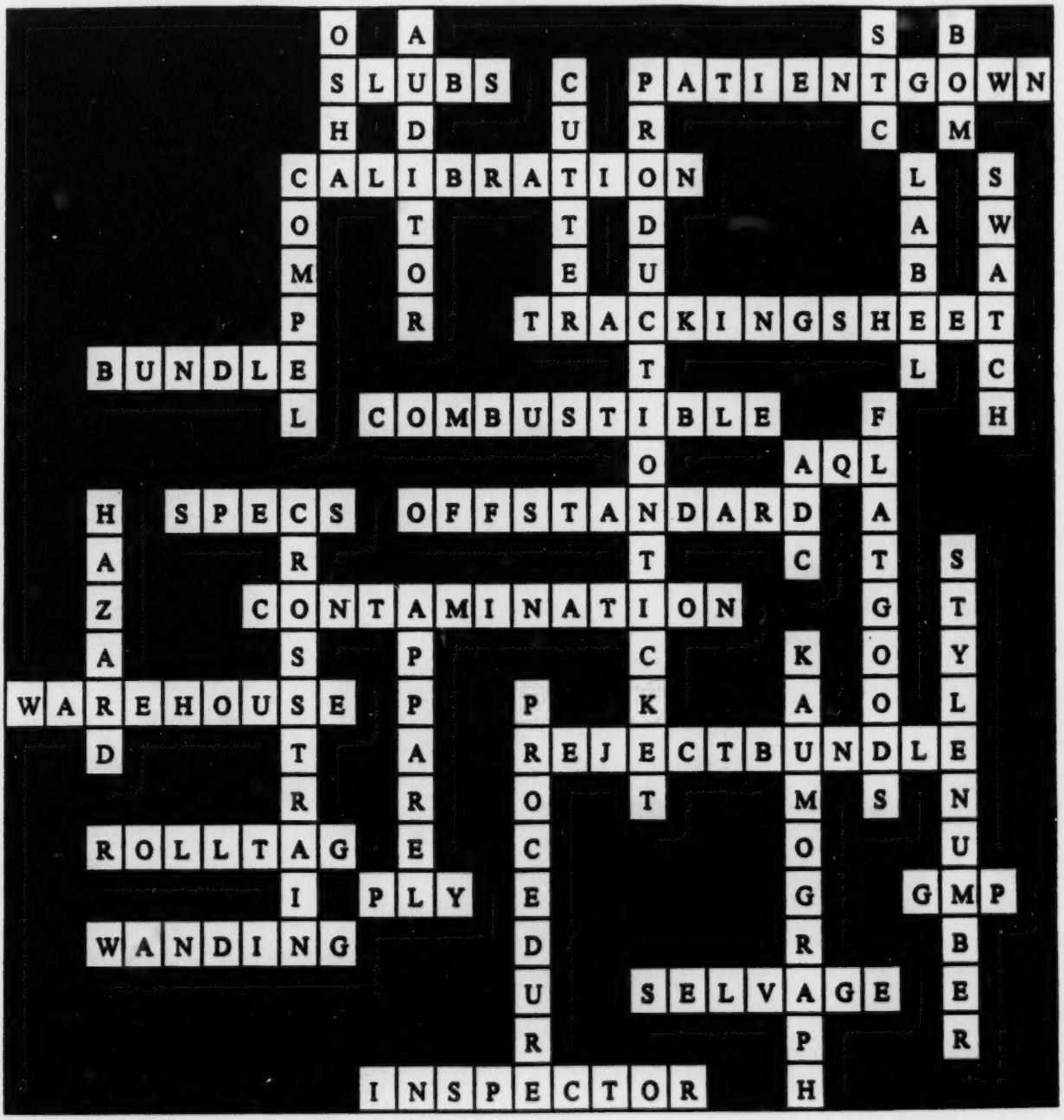
Pridecraft Jargon
Crossword Puzzle
Key



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TERMS

1. Specs
2. Combustible
3. Offstandard
4. Inspector
5. Selvage
6. Wanding
7. Ply
8. Procedure
9. Kaumograph
10. Slubs
11. Production Ticket
12. Hazard
13. Flat Goods
14. Tracking Sheet
15. Style Number
16. Compel
17. Auditor
18. Bundle
19. Roll Tag
20. Patient Gown
21. ADC
22. STC
23. GMP
24. BOM
25. OSHA
26. AQL
27. Label
28. Warehouse
29. Calibration
30. Swatch
31. Cutter
32. Contamination
33. Apparel
34. Reject Bundle
35. Crosstrain

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** Date:_____

Course#:_____ **INDIVIDUAL EDUCATION PLAN** Level:_____

Name:_____Male:___Female:___Age:____Birthdate:_____

Street:_____Social Security#:_____

City:_____State:_____Zip:_____Phone#:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name of Course: Workplace Vocabulary
Date of Course: _____

Name: _____
Employer: _____

GOALS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• **Improve skills for current job** • **Improve skills for changing technology/future jobs** • **Improve reading/ writing/ math**	Read and interpret general vocational vocabulary	1. Introduce Pridecraft vocabulary 2. Provide examples of using words in context 3. Discuss context clues		
		4. Applied Practice: Context Clues 5. Discuss additional methods to find the meaning of a word		
		6. Define *jargon* 7. Complete Crossword Exercise		

_____ _____
Employee Signature Date

_____
Instructor Signature